

## DOCUMENT RESUME

ED 314 509

TM 014 584

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TITLE Patterns and Trends of Stopping Out from  
Postsecondary Education: 1972, 1980, and 1982 High  
School Graduates. E.D. TABS. National Longitudinal  
Study 1972. High School and Beyond.  
INSTITUTION National Center for Education Statistics (ED),  
Washington, DC.  
REPORT NO NCES-90-403  
PUB DATE Jan 90  
NOTE 66p.; Data Series: SP-HSB-80/86-4.  
PUB TYPE Statistical Data (110) -- Reports -  
Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS Degrees (Academic); Dropout Rate; \*Dropouts;  
Educational Attainment; Educational Trends;  
\*Enrollment; Grade 10; Grade 12; Graduate Surveys;  
\*High School Graduates; High Schools; Institutional  
Characteristics; National Surveys; Outcomes of  
Education; Postsecondary Education; Statistical Data;  
\*Stopouts; \*Student Characteristics; \*Tables  
(Data)

IDENTIFIERS High School and Beyond (NCES); National Longitudinal  
Study High School Class 1972

## ABSTRACT

This Department of Education (ED) Tabulation presents a wide range of data on patterns of stopping out and dropping out from postsecondary education (PE) that 1972, 1980, and 1982 high school graduates experienced. The data compare how these respective cohorts differ by examining the percentage who attend continuously; they also describe patterns of stopout or dropout of PE by time of entry, educational outcome, and selected student characteristics. Data are displayed in six tables. Estimates in the first two tables were based on the National Longitudinal Study of 1972 high school seniors. Estimates in the third and fourth tables were based on the High School and Beyond 1980 senior cohort. Estimates in the fifth and sixth tables were based on the High School and Beyond 1980 sophomore cohort. Data elements used in this analysis for the 1980 senior and sophomore cohorts were drawn from the base year, and first through third follow-up surveys. Data for the 1972 senior cohort were drawn from the base year, first through fifth follow-ups, and PE transcript file. Students who delayed entry into PE were more likely to drop out than were those who entered immediately after high school graduation. The dropout rate was higher at 2-year institutions than at 4-year or less-than-2-year institutions; stopping out was more common at 2-year and 4-year institutions than at less-than-2-year institutions; males and females generally stopped out of PE at the same rate. The location of a few key statistics and their standard errors, and a discussion of technical notes and methodology are provided. (RLC)

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E.D. TABS

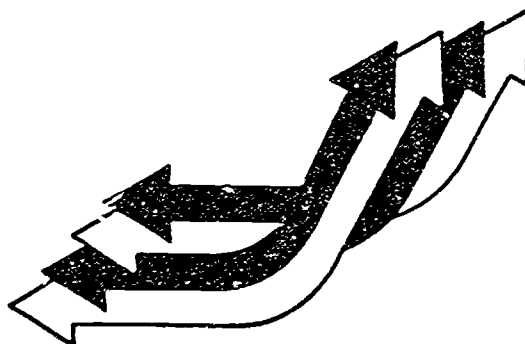
January 1990

National Longitudinal Study 1972  
High School and Beyond

## Patterns and Trends of Stopping Out from Postsecondary Education: 1972, 1980, and 1982 High School Graduates

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Data Series:  
SP-HSB-80/86-4

U.S. Department of Education  
Office of Educational Research and Improvement

NCES 90-403

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January 1990

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## Introduction

This E.D. Tabulation provides a wide range of data on patterns of stopping out and dropping out from postsecondary education that 1972, 1980, and 1982 high school graduates experienced. The data compare these respective cohorts of high school graduates by examining the percentage who attend continuously and describes patterns of stopout or dropout of postsecondary education by time of entry, educational outcome, and selected student characteristics.

## Patterns of stopping out and dropping out

The following are among the major findings in this tabulation. Students who delayed entry into postsecondary education were more likely to drop out than those who entered immediately after high school graduation. The dropout rate was higher at 2-year institutions than at 4-year or less-than-2-year institutions; stopping out was more common at 2-year and 4-year institutions than at less-than-2-year institutions; males and females generally stopped out of postsecondary education at the same rate.

## Source of data

Estimates in Tables 1 and 2 of this tabulation were based on the National Longitudinal Study of 1972 high school seniors (NLS-72). Estimates in Tables 3 and 4 were based on the High School and Beyond (HS&B) 1980 senior cohort. Estimates in Tables 5 and 6 were based on the High School and Beyond (HS&B) 1980 sophomore cohort. Data elements used in this analysis for the 1980 senior and sophomore cohorts were drawn from the base year, first follow-up, second follow-up, and third follow-up surveys. Data for the 1972 senior cohort were drawn from the base year, first through the fifth follow-up surveys, and the postsecondary education transcript file.

For more information on the HS&B surveys, interested readers should consult *High School and Beyond 1980 Senior Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987) and the *High School and Beyond 1980 Sophomore Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987). For more information on the NLS-72 surveys, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Fifth Follow-Up (1986) Data File User's Manual* (Tourangeau, R., et al, Chicago: National Opinion Research Center, 1987) and *National Longitudinal Study: Base Year (1972) through Fourth Follow-up (1979) Data File User's Manual*, Volume 1-3. (Ricobono, J., et al, Center for Education Research and Evaluation, Research Triangle, Research Triangle Park, N.C. 2709, 1981). For further details concerning the transcript data, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Postsecondary Education Transcript Study Data File User's Manual* (Jones, C., et al, Chicago: National Opinion Research Center, 1986).

## List of Tables

Table	Page
1    Percent of 1972 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics.....	1
2    Percent of 1972 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics.....	5
3    Percent of 1980 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics.....	10
4    Percent of 1980 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics.....	14
5    Percent of 1982 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics.....	19
6    Percent of 1982 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics.....	24
Selected Standard Errors.....	29
Technical Notes.....	30

Table 1. -- Percent of 1972 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
TOTAL	13.16	41.98	34.87	4.29	5.70	32.22	33.14	24.68	2.47	7.49	26.61	22.50	49.08	1.80
Sex														
Male	13.88	43.36	35.58	2.16	5.03	31.62	33.38	25.00	2.04	7.97	26.16	20.92	50.96	1.96
Female	12.51	40.75	34.23	6.21	6.30	32.74	32.93	24.40	2.84	7.09	27.08	24.14	47.15	1.64
Race / ethnicity														
Hispanic	2.50	63.12	19.98	0.00	14.40	41.32	32.71	17.12	4.18	4.68	29.45	37.34	30.52	2.68
Asian	Low-N	Low-N	Low-N	Low-N	Low-N	33.87	24.49	34.24	0.00	7.40	16.75	11.75	69.49	0.00
American Indian	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
Black	9.16	41.15	26.42	18.98	4.30	35.59	33.53	21.53	1.71	7.64	34.56	25.67	38.47	1.30
White	13.77	41.66	36.37	2.43	5.77	31.10	33.24	25.48	2.53	7.64	25.88	21.67	50.64	1.82
Hispanic subgroup														
Mexican	Low-N	Low-N	Low-N	Low-N	Low-N	49.19	29.21	12.18	6.64	2.78	41.32	24.54	34.14	0.00
Cuban	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
Puerto Rican	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
Other Hispanic	Low-N	Low-N	Low-N	Low-N	Low-N	35.11	34.32	22.98	0.00	7.59	16.95	53.59	24.68	4.78
Ability quartile														
Lower 25%	12.75	44.64	34.81	5.09	2.71	38.94	39.10	14.78	3.63	3.55	28.23	42.37	22.10	7.30
Middle 50%	12.78	41.96	36.53	1.91	6.82	35.54	30.32	24.31	2.70	7.14	27.83	27.68	42.94	1.55
Upper 25%	15.18	37.44	39.90	2.61	4.86	26.58	36.17	27.22	1.78	8.25	25.39	15.16	58.82	0.63
High school grades														
A	13.45	46.95	29.90	1.57	8.13	19.91	27.23	39.66	2.98	10.22	20.95	12.24	66.44	0.37
A to B	13.73	39.61	36.44	1.80	8.41	31.40	33.90	23.78	2.10	8.81	27.19	15.50	55.94	1.37
B	14.38	42.90	31.92	4.89	5.91	30.49	32.86	25.10	2.44	9.11	28.94	25.48	44.22	1.36
B to C	11.86	36.84	38.02	8.09	5.19	36.23	32.19	23.22	2.69	5.66	26.93	31.88	39.25	1.93
C	15.63	50.50	29.98	1.33	2.56	34.80	37.70	18.83	2.68	5.98	32.43	38.84	24.72	4.01
D	7.47	42.27	41.00	3.40	5.87	42.66	37.41	12.14	3.12	4.66	36.07	30.75	19.30	13.87

because mainstream developmentalists were searching for universal truths about child development. Mainstream developmentalists and educational psychologists have long believed that the disproportionate school failure of Black children is due to a lack of cognitive and other competencies required to do well in school. One group (the hereditary proponents) has held that this lack of abilities is due to genetic deficiencies; whereas, the environmentalists held that it is due to environmental deficiencies (Ogbu, 1978).

Ogbu (1985) also mentions the environmentalists believe that white middle-class children do well in school because they possess the right kind of competencies--cognitive, linguistic, motivational, and social--as a result of white middle-class parents' child-rearing practices. Black children, on the other hand, are thought to do poorly in school because they lack such competencies because Black parents do not use the same child-rearing practices as white middle-class parents. The way out of this Black developmental and educational dilemma, the environmentalists say, is to enable Black preschool children to acquire white middle-class children's early childhood experiences, and the instrumental competencies they generate through specially designed programs.

For the following reasons, Ogbu (1985) states that portraying white middle-class patterns a standard by which others are judged must be rejected:

- (1) Populations differ in cognitive, linguistic competencies within the same society. This could be because of cultural imperatives requiring different instrumental competencies. The social and economic realities of the population dictate the cultural task. Such competencies usually become the qualities which parents and other child-rearing agents perceive as desirable



Table 1. -- Percent of 1972 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
High school grades (recoded)														
Mostly A	13.66	41.46	34.79	1.74	8.34	27.88	31.85	28.65	2.37	9.24	24.73	14.22	60.07	0.98
Mostly B	12.82	39.15	35.70	6.87	5.46	33.80	32.47	24.02	2.58	7.12	28.00	28.48	41.89	1.63
Mostly C	15.63	50.50	29.98	1.33	2.56	34.80	37.70	18.83	2.68	5.98	32.43	38.84	24.72	4.01
Less than C	7.47	42.27	41.00	3.40	5.87	42.66	37.41	12.14	3.12	4.66	36.07	30.75	19.30	13.87
High school program														
General	13.10	38.95	33.36	7.99	6.59	35.89	34.27	20.43	2.39	7.03	29.19	30.94	36.86	3.01
Academic	14.52	39.01	38.65	2.44	5.39	28.41	30.29	29.35	2.27	9.67	26.31	16.84	56.24	0.62
8.17 Vocational / technical	11.01	50.96	30.73	2.30	4.99	35.98	38.84	19.71	3.20	2.27	22.51	46.06	23.26	
Handicap status														
Not handicapped	13.00	42.26	35.28	4.46	5.00	32.78	33.21	24.57	2.49	6.95	26.38	22.48	49.37	1.77
Handicapped	Low-N	Low-N	Low-N	Low-N	Low-N	55.35	17.33	15.23	6.76	5.33	10.97	35.09	49.40	4.54
PSE plans														
No plans for PSE	11.71	42.88	35.61	1.33	8.46	36.64	39.77	10.93	7.81	4.85	31.09	42.41	21.44	5.06
Vocational / technical	10.68	45.32	37.16	1.99	4.84	38.50	40.35	15.46	2.75	2.94	21.11	50.26	16.73	11.90
2 year college	9.76	29.68	57.53	1.43	1.61	32.90	28.53	31.57	0.87	6.14	21.79	35.76	38.93	3.52
4 year college	19.69	40.01	31.72	3.48	5.10	31.21	29.49	27.75	2.18	9.37	26.53	18.84	54.02	0.61
Advanced degree	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
PSE plans (recoded)														
No plans for PSE	11.71	42.88	35.61	1.33	8.46	36.64	39.77	10.93	7.81	4.85	31.09	42.41	21.44	5.06
Voc / tech or 2 yr coll	13.49	41.12	38.59	2.39	4.41	33.25	31.39	26.50	1.87	7.00	25.48	23.72	48.78	2.02
4 y. coll / adv degree	18.70	41.44	27.58	3.88	8.40	28.37	34.86	22.42	2.97	11.38	26.50	10.17	62.54	0.79
SES quartile														
Lower 25%	11.94	50.70	30.28	2.42	4.66	34.54	33.32	23.38	3.42	5.34	25.22	34.91	36.87	3.00
Middle 50%	12.68	38.71	37.80	5.54	5.27	32.41	33.10	26.35	2.51	5.63	28.50	24.00	45.23	2.28
Upper 25%	15.74	40.55	32.55	3.21	7.95	30.52	33.05	22.61	1.83	12.00	24.98	16.90	57.22	0.90



Black Americans, particularly inner-city Blacks and white middle-class Americans, have not traditionally occupied and do not now occupy the same effective environment. An effective environment is made up of the technoeconomic resources of the population, as well as its members' knowledge of their past and present opportunity structure. Even in the same city, they live in a kind of symbolic relationship where dominant whites (who have power) exploit the more richly endowed parts of the environment, leaving the portions of marginal resources to Blacks (Ogbu, 1981). Many Black children observe their parents experiencing scarcity of jobs, unstable jobs--unlike the white middle-class environment. Of equal importance to conventional resources such as other residents and caretaker institutions is the subeconomy, or street economy (Bullock, 1973). Although Blacks may achieve some measure of success, the inner-city is still an environment of marginal conventional resources; for many, the street economy is more lucrative.

#### Cultural Impact/Conflict With School

Oftentimes, perception of inner-city Blacks' ideas of "making it" comes from their parents. The parents tell them what kind of people they want their children to be. Many times, the older children strive to follow the folk theories when they grow up. Folk theories are based on knowledge inherited from previous generations, on images of present and future opportunities. These theories of success differ from those of the white middle-class. The difference lies largely in the strategies for achieving these goals (Foster, 1974). For example, although inner-city Blacks and middle-class whites desire formal education for jobs, wages, and social prestige, Blacks do not believe as strongly as whites that school credentials are sufficient to achieve these goals. Black

Table 1. -- Percent of 1972 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
Parents' highest education														
Less than high sch	13.88	44.76	33.25	1.13	6.98	36.00	32.30	24.63	2.72	4.35	32.10	30.62	34.73	2.54
High school only	10.52	42.07	35.62	7.83	3.95	29.31	36.84	26.06	3.04	4.75	23.45	28.25	45.10	3.19
Some college	11.79	44.10	34.96	2.01	7.14	34.54	29.87	23.71	2.23	9.65	29.62	22.12	47.00	1.26
4 years college	26.48	32.36	33.66	0.70	6.80	31.30	39.44	20.18	1.61	7.47	25.25	17.74	55.99	1.02
Family income in 1972														
Less than \$6,000	18.79	47.75	27.96	1.42	4.08	34.55	33.63	22.76	2.44	6.61	31.72	32.79	34.42	1.07
\$6,000-\$8,999	9.67	48.29	30.76	4.90	6.38	30.83	38.09	23.49	2.89	4.71	29.04	25.13	43.67	2.17
\$9,000-\$11,999	9.71	36.98	36.84	12.49	3.98	34.80	29.82	24.33	3.49	7.56	23.96	23.04	49.78	3.23
\$12,000-\$17,999	18.30	36.28	34.10	0.89	10.44	30.65	35.96	24.87	1.25	7.27	32.24	19.58	46.58	1.59
\$18,000 or more	10.90	45.46	34.05	0.73	8.87	34.24	30.51	19.85	2.41	12.98	24.56	17.39	57.50	0.55
Family size														
1-3	6.60	53.70	34.81	0.00	4.89	33.10	33.00	25.48	0.63	7.80	27.25	17.48	52.13	3.14
Four	8.53	36.89	40.72	3.29	10.57	31.76	32.04	24.24	1.66	10.31	23.76	19.48	55.14	1.62
Five	14.69	46.60	31.62	1.15	5.94	33.45	32.66	23.54	2.44	7.90	25.70	22.52	50.63	1.15
Six	21.29	40.92	32.72	2.08	2.98	30.12	28.15	32.75	1.19	7.79	28.49	19.34	50.90	1.27
7 or 8	19.08	37.84	34.95	1.82	6.33	30.22	35.76	26.62	1.89	5.51	28.97	21.99	47.75	1.29
9 or more	8.02	51.87	34.62	2.61	2.87	34.12	30.58	20.98	7.30	7.02	31.33	29.93	37.12	1.62
Home language English														
No	11.41	43.02	32.40	0.00	13.17	32.71	35.90	23.59	0.00	7.79	27.68	25.73	41.26	5.34
Yes	13.37	41.53	34.85	4.57	5.68	32.61	32.90	24.27	2.75	7.47	26.81	22.29	49.40	1.50
High school type														
Public	13.18	42.42	36.39	2.10	5.92	32.81	33.05	24.22	2.45	7.48	26.19	23.12	48.68	2.00
Catholic	18.90	46.35	28.35	2.98	3.42	23.70	31.49	35.55	2.39	6.86	26.15	15.90	55.26	0.70
Private	Low-H	Low-H	Low-H	Low-H	Low-H	39.36	24.88	20.85	4.66	10.25	23.63	27.33	49.04	0.00
Area vocational	5.65	31.21	10.05	48.92	4.17	28.39	40.78	19.65	2.73	8.45	39.63	25.00	35.37	0.00

Black father said: "They've got a percentage set...for how many Blacks are allowed to make the grade."

### Implications

If childrearing is the key to improve self-esteem, then there are a few factors which must be taken into consideration:

(1) The use of physical punishment discourages emotional dependency, while encouraging early independence and self-reliance bordering on defiance (Silverstein and Krate, 1975).

(2) Positive training in early independence and self-reliance makes Black children independent much earlier than white middle-class children, thus shortening the duration of effective parental control of Black children (Ladner, 1978).

(3) Being aggressive at an early age and parental insistence for the child to fight back when attacked by peers encourages children's acceptance of physical action as a means of problem solving (Silverstein and Krate, 1975).

(4) Early withdrawal of emotional support, coupled with repeated punitiveness, probably leads the child to mistrust for parents, which is later generalized as adults and with authority figures (Lader, 1978; Silverstein and Krate, 1975).

In the sister school of Dudley County, there are 14 classroom teachers, a full-time librarian, F.E. teacher, two remedial teachers and a principal. The librarian and one of the fourth grade teachers were black and female. The custodians and lunchroom workers also were white.

Some recent research (Banks, 1978) offers a concept of the

manner in which social influence processes might affect the relationship between value-interest orientation of Blacks and their orientation toward academic tasks and achievement. Banks convincingly suggests that for Black individuals, the social influence of others similar (Black teachers, counselors, etc.) may serve to convey the appropriate value orientations to achievement tasks. He also states that positive affective expression from Black teachers, Black counselors, etc. would likely result in high interest orientations, set by strong intrinsic efforts. The lack of Black teachers in our schools versus many white educators may in the long run have a negative effect on black people, in terms of children growing up to be adults.

It has been suggested elsewhere (Ogburn, in press) that there are different kinds of cultural differences with different implications for minority schooling. Some of the rules of behavior for achievement of instructional competencies of many Blacks are called "secondary cultural differences." Blacks tend to see a difference in competencies and behavior and that of the white culture. Blacks, especially males consider it inappropriate to behave like white people in school and their communities. They should know how to deal with white people--how to manipulate whites in such a way as to retain one's safety and identity.

Increasing the proportion of Black school success will, therefore, require more than interventions which focus on family and school experience and on reducing instructional and structural barriers. It will require programs designed to deal with the problem of secondary cultural discontinuities. Children will

Table 1. -- Percent of 1972 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
High school region														
North east	7.81	34.85	50.40	2.02	4.93	26.59	33.75	30.66	2.54	6.46	24.32	21.14	52.94	1.60
North central	13.59	41.23	30.16	8.43	6.60	31.02	31.83	25.12	2.64	9.39	27.57	22.96	47.83	1.64
South	16.34	49.97	25.83	2.04	5.82	29.85	37.49	20.58	3.00	9.08	27.42	23.36	46.90	2.32
West	16.02	40.82	38.71	0.52	3.94	39.92	29.97	23.46	1.76	4.90	27.30	22.46	48.67	1.57
High school urbanicity														
Rural	12.58	42.10	37.79	0.92	6.61	24.32	28.60	31.88	5.71	9.49	22.28	27.65	45.03	5.04
Small city	10.21	43.46	38.45	3.67	4.21	35.47	30.89	25.45	2.33	5.85	26.00	22.67	50.17	1.16
Medium city	24.08	34.27	33.77	2.51	5.37	33.80	42.69	15.71	2.60	5.21	27.90	20.10	51.01	0.99
Suburb of med city	10.22	43.77	32.00	0.00	4.01	29.58	40.76	20.48	0.51	8.68	29.66	27.59	42.04	0.71
Large city	6.66	60.55	22.26	1.49	9.04	31.50	35.43	23.19	1.19	8.69	30.30	22.54	45.92	1.24
Suburb of lge city	16.72	34.63	37.95	3.28	7.42	29.54	40.72	22.81	1.41	5.52	29.20	18.29	51.28	1.23
Very large city	9.73	35.22	24.40	29.14	1.51	28.02	35.92	25.84	2.62	7.61	23.01	22.18	53.62	1.19
Suburb of vy lge city	17.07	42.69	34.99	0.36	4.90	37.82	25.20	23.95	0.88	12.14	28.97	18.32	50.64	2.07
High school urbanicity (recoded)														
Rural	12.58	42.10	37.79	0.92	6.61	24.32	28.60	31.88	5.71	9.49	22.28	27.65	45.03	5.04
Suburban	15.22	39.11	38.12	1.66	5.88	33.29	33.72	22.91	1.01	9.07	29.23	20.61	48.75	1.40
Urban	11.84	43.24	33.36	6.84	4.69	33.18	34.53	23.51	2.23	6.54	26.52	22.18	50.14	1.16

Source: NLS-72 1986

for him/her to hurdle. In studies where Black students were ignored more, praised less, and criticized more by their teachers, there were apparent feelings of low self-esteem, which resulted in lower academic achievement.

The inability of the public schools to make an impact on the Black male has resulted in a massive disconnection with the national view of Black people. It has become very important for elementary and secondary education to develop quality programs that will liberate the Black American nation. Finally, it is of the utmost importance for American education to recognize and define Black strengths and weakness and respond to the realities in ways this nation has the capabilities of resolving.

Table 2. -- Percent of 1972 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
TOTAL	10.81	32.16	14.27	46.62	32.40	22.87	32.07	41.56	28.36	16.37	23.61	33.03
Sex												
Male	13.20	28.98	14.14	48.88	35.71	22.69	27.94	42.99	28.21	15.26	22.39	31.32
Female	9.14	34.36	14.41	44.33	29.27	23.04	35.37	40.42	28.52	17.58	24.77	34.65
Race / ethnicity												
Hispanic	Low-N	Low-N	Low-N	Low-N	45.85	29.50	37.56	35.35	35.21	20.28	25.68	48.51
Asian	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	41.06	26.28	18.83	9.34	Low-N	Low-N
American Indian	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
Black	Low-N	Low-N	8.61	39.54	31.85	25.29	38.31	39.51	32.45	23.22	37.11	28.62
White	10.83	31.06	15.36	47.42	31.61	22.66	30.67	42.17	28.03	15.65	21.93	32.73
Hispanic subgroup												
Mexican	Low-N	Low-N	Low-N	Low-N	59.60	17.87	39.48	39.79	49.04	20.17	33.65	28.87
Cuban	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
Puerto Rican	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
Other Hispanic	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	41.59	27.01	Low-N	Low-N	17.02	67.70
Ability quartile												
Lower 25%	16.49	38.33	11.01	47.56	39.99	35.74	38.28	41.19	42.64	28.26	20.41	50.02
Middle 50%	10.75	31.50	13.88	47.62	36.61	21.16	34.55	38.80	31.08	20.37	23.60	37.18
Upper 25%	7.15	17.57	18.01	44.43	24.40	21.64	28.46	48.76	26.08	11.77	23.44	24.84



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Table 2. -- Percent of 1972 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
High school grades												
A	15.27	17.27	12.21	53.57	16.75	12.26	23.47	44.09	22.02	9.08	17.60	22.09
A to B	9.72	30.18	16.46	46.01	29.47	21.46	32.98	44.05	28.51	11.63	23.84	25.34
B	7.60	26.89	17.18	49.50	35.27	19.00	26.85	43.41	31.22	19.30	25.22	35.60
B to C	10.96	28.47	12.28	40.73	32.34	26.67	39.51	36.85	30.04	25.48	23.33	39.29
C	18.13	44.87	14.50	53.04	40.97	34.75	30.44	39.79	41.56	30.20	26.73	44.24
D	Low-N	Low-N	7.02	45.64	61.66	15.89	31.38	50.18	40.78	32.64	34.45	30.10
High school grades (recoded)												
Mostly A	11.12	31.98	15.39	47.91	25.11	18.31	30.37	44.06	25.87	10.59	21.60	24.17
Mostly B	9.75	27.90	14.19	44.15	33.54	23.52	34.00	39.70	30.71	21.97	24.24	37.51
Mostly C	18.13	44.87	14.50	53.04	40.97	34.75	30.44	39.79	41.56	30.20	26.73	44.24
Less than C	Low-N	Low-N	7.02	45.64	61.66	15.89	31.38	50.18	40.78	32.64	34.45	30.10
High school program												
General	13.82	34.93	12.84	40.45	39.46	27.37	32.84	40.16	31.44	27.19	26.76	35.01
Academic	9.15	23.56	16.98	46.07	27.00	18.33	29.80	42.04	27.61	13.18	23.12	25.79
Vocational / technical	10.15	40.65	11.59	57.80	36.66	30.54	35.68	42.51	28.86	28.97	19.81	53.34
Handicap status												
Not handicapped	10.27	31.99	14.28	47.05	32.92	23.55	32.66	41.55	27.99	16.25	23.56	33.36
Handicapped	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	13.06	42.66
PSE plans												
No plans for PSE	Low-N	Low-N	12.82	42.61	51.58	32.11	34.58	40.83	Low-N	Low-N	32.55	41.69
Vocational / technical	8.79	36.37	12.88	55.71	47.65	25.62	34.79	46.33	33.78	55.14	18.58	49.29
2 year college	14.33	15.32	7.08	38.07	32.90	20.53	32.90	45.11	33.01	36.75	19.65	35.57
4 year college	19.96	26.63	19.63	42.63	32.03	14.06	30.52	42.46	27.92	15.83	22.12	28.37
Advanced degree	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N

Table 2. -- Percent of 1972 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
PSE plans (recoded)												
No plans for PSE	Low-N	Low-N	12.82	42.61	51.58	32.11	34.58	40.83	Low-N	Low-N	32.55	41.69
Voc / tech or 2 yr coll	11.16	31.87	14.96	46.98	34.28	18.34	32.25	44.13	28.21	17.40	20.71	34.81
4 yr coll / adv degree	Low-N	Low-N	21.98	42.01	22.08	26.00	33.94	42.71	26.72	8.38	25.68	17.11
SES quartile												
Lower 25%	9.69	41.37	12.93	54.84	37.43	22.46	32.83	39.73	27.36	23.12	23.41	44.87
Middle 50%	11.31	27.99	13.45	44.75	31.35	25.59	33.31	39.52	30.96	17.50	24.83	33.65
Upper 25%	10.46	34.94	17.37	42.28	31.78	18.59	29.36	46.47	26.20	13.94	21.78	24.67
Parents' highest education												
Less than high school	5.54	32.17	18.51	51.75	40.56	25.63	33.41	36.09	39.21	19.13	24.42	43.03
High school only	10.06	32.62	10.75	46.79	28.28	27.14	30.17	44.88	25.45	19.23	20.98	39.48
Some college	7.89	35.99	13.68	48.02	36.23	20.80	32.93	38.51	31.34	17.78	26.62	29.68
4 years college	32.96	10.03	23.99	40.94	34.38	26.57	28.88	49.53	24.10	15.24	28.35	24.45
Family income in 1972												
Less than \$6,000	17.42	46.22	19.42	48.45	30.63	24.67	37.22	39.71	35.82	21.58	27.45	44.47
\$6,000-\$8,999	8.55	32.46	10.25	56.51	33.79	26.32	28.85	45.90	27.94	17.38	30.42	34.97
\$9,000-\$11,999	6.33	33.52	10.97	38.27	34.54	23.31	35.05	36.25	25.37	17.58	21.90	30.96
\$12,000-\$17,999	19.67	28.60	17.59	40.24	30.14	26.60	31.04	43.09	36.18	14.53	23.93	30.28
\$18,000 or more	Low-N	Low-N	12.26	51.59	35.72	17.05	32.93	42.50	24.23	13.56	25.45	27.71

Table 2. -- Percent of 1972 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
Family size												
1-3	Low-N	Low-N	4.75	55.99	37.37	22.65	28.69	43.69	26.42	10.24	29.07	33.24
Four	11.81	19.85	6.48	47.52	29.05	19.24	34.53	45.12	26.12	14.31	19.05	29.78
Five	16.68	31.82	13.58	54.88	31.67	24.58	35.12	40.24	26.32	16.76	24.57	33.15
Six	14.57	40.16	23.81	41.21	35.13	13.61	26.03	40.01	31.48	16.49	23.62	23.98
7 or 8	13.19	26.17	22.22	44.06	26.88	24.70	32.48	43.21	28.62	16.12	29.49	30.74
9 or more	0.89	55.35	11.06	50.39	46.69	21.70	26.22	36.16	36.54	22.99	23.92	39.80
Home language												
No	Low-N	Low-N	14.47	45.03	37.58	19.22	29.18	48.03	27.68	16.76	27.67	37.56
Yes	11.73	31.28	14.17	46.54	32.60	22.47	32.61	41.23	28.56	16.15	23.75	33.03
High school type												
Public	10.69	30.78	14.39	48.12	33.68	23.25	32.08	41.19	28.48	16.42	22.44	34.10
Catholic	Low-N	Low-N	24.45	46.66	14.18	22.28	31.89	48.03	26.92	13.99	31.26	20.73
Private	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	22.20	24.95	Low-N	Low-N
Area vocational	Low-N	Low-N	1.70	32.59	27.37	35.37	28.87	43.29	37.40	20.17	42.90	32.06
High school region												
North east	6.56	18.60	8.59	45.11	19.07	22.38	31.95	41.86	26.93	12.72	19.66	36.19
North central	9.78	40.12	15.47	41.77	33.09	20.39	29.46	40.45	27.56	19.15	27.58	31.01
South	15.08	40.50	16.77	53.18	31.35	27.91	28.79	44.29	28.85	16.90	25.04	34.08
West	18.49	23.48	14.95	48.36	40.56	21.56	39.20	39.50	32.20	16.04	21.56	29.99

Table 2. -- Percent of 1972 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
High school urbanicity												
Rural	10.19	37.08	14.48	46.07	17.21	23.15	30.59	33.39	23.75	22.87	20.22	34.38
Small city	6.56	33.85	12.00	48.16	34.53	21.84	36.30	38.87	25.40	16.54	26.99	32.74
Medium city	26.02	13.33	24.11	43.50	44.74	27.45	25.17	54.70	30.86	15.07	21.99	30.18
Suburb of med city	Low-H	Low-H	11.81	56.51	27.70	27.97	31.02	50.54	33.44	18.68	20.46	49.24
Large city	0.00	53.48	9.38	63.43	28.86	25.12	33.62	43.71	33.62	16.47	24.22	33.62
Suburb of lge city	13.15	25.34	17.86	37.58	25.47	37.01	33.09	43.96	30.67	13.60	25.39	30.51
Very large city	Low-H	Low-H	7.57	36.10	23.25	16.55	30.81	47.23	25.55	13.05	19.09	36.22
Suburb of vy lge city	Low-H	Low-H	22.59	47.48	46.18	13.94	30.81	34.64	30.93	14.22	26.12	24.28
High school urbanicity (recoded)												
Rural	10.19	37.08	14.48	46.07	17.21	23.15	30.59	33.39	23.75	22.87	20.22	34.38
Suburban	8.01	24.90	17.94	44.47	35.21	25.05	31.68	40.97	31.48	15.13	24.63	31.84
Urban	9.71	32.87	12.70	47.42	33.57	22.54	32.87	44.03	27.81	15.69	24.32	33.24

Source: NLS-72 1986

Table 3. -- Percent of 1980 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schi
TOTAL	6.67	36.75	46.27	6.61	3.70	15.26	45.73	25.27	3.98	9.77	26.72	33.67	33.71	5.91
Sex														
Male	6.44	41.74	40.53	7.33	3.96	14.78	45.99	23.90	4.27	11.07	27.54	32.32	32.76	7.38
Female	6.82	33.23	50.32	6.10	3.52	15.66	45.52	26.42	3.73	8.67	25.96	34.93	34.59	4.53
Race / ethnicity														
Hispanic	3.96	44.03	40.52	5.98	5.51	20.16	40.06	29.33	4.37	6.08	31.07	39.48	17.25	12.20
American Indian	8.42	35.82	48.43	7.33	0.00	22.59	28.16	41.10	3.64	4.50	27.60	42.50	27.39	2.51
Asian	6.60	36.33	47.69	9.38	0.00	20.18	41.00	23.10	2.47	13.25	35.39	21.36	35.13	8.11
Black	10.75	45.56	34.65	7.67	1.36	16.29	50.75	19.97	5.88	7.11	31.51	44.08	19.69	4.72
White	6.06	34.40	48.99	6.42	4.13	14.49	46.10	25.21	3.77	10.44	25.87	32.50	35.97	5.66
Hispanic subgroup														
Mexican	4.41	39.43	43.51	5.68	6.97	24.31	41.01	25.39	4.82	4.47	30.57	37.46	17.96	14.01
Cuban	0.00	45.99	40.93	13.08	0.00	11.02	32.37	44.40	3.99	8.21	34.46	36.16	20.52	8.86
Puerto Rican	Low-H	Low-H	Low-H	Low-H	Low-H	9.45	24.88	53.84	2.80	9.03	24.19	57.14	14.87	8.80
Other Hispanic	2.76	56.42	33.58	2.22	5.02	15.64	44.07	27.90	3.77	8.63	33.22	37.47	15.60	11.71
Ability quartile														
Lower 25%	7.38	49.23	38.72	3.57	1.10	15.12	52.95	22.26	4.87	4.80	22.92	55.96	14.18	6.93
Middle 50%	5.05	31.96	51.62	7.05	4.32	16.05	44.76	25.33	3.47	10.39	25.20	39.75	27.92	7.13
Upper 25%	3.34	34.04	46.03	10.15	6.45	12.88	45.34	26.95	4.44	10.40	34.41	24.47	42.09	5.03
High school grades														
A	4.54	25.76	60.28	1.17	8.25	11.17	43.90	23.17	5.74	16.02	22.62	22.66	49.24	5.47
A to B	5.74	30.08	50.07	9.60	4.52	12.86	41.45	32.07	2.38	11.24	28.01	31.11	35.13	5.45
B	6.44	37.93	41.57	7.32	6.74	14.40	46.09	25.15	2.76	11.61	25.91	37.94	29.47	6.68
B to C	6.05	37.82	46.85	7.32	1.95	16.97	45.25	25.32	4.70	7.77	29.62	43.53	20.05	6.81
C	3.34	44.17	45.91	5.08	1.49	18.95	56.28	15.19	4.16	5.42	29.39	49.34	10.54	10.73
D	9.39	53.70	35.29	1.04	0.58	9.64	57.07	17.87	10.11	5.29	27.63	60.62	9.37	2.37

Table 3. -- Percent of 1980 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
High school grades (recoded)														
Mostly A	5.46	29.08	52.43	7.65	5.38	12.39	42.13	29.59	3.32	12.57	25.63	27.39	41.52	5.46
Mostly B	6.21	37.86	44.65	7.32	3.95	15.80	45.63	25.24	3.82	9.50	27.63	40.53	25.11	6.74
Mostly C	3.34	44.17	45.91	5.08	1.49	18.95	56.28	15.19	4.16	5.42	29.39	49.34	10.54	10.73
Less than C	9.74	54.92	33.81	0.99	0.55	8.79	54.49	20.74	8.63	7.35	28.40	61.42	8.12	2.06
High school program														
General	4.38	38.60	46.16	6.35	4.49	16.38	44.13	24.75	5.71	9.03	24.96	43.57	23.80	7.67
Academic	5.85	31.08	48.70	9.77	4.60	11.98	45.33	28.12	2.20	12.37	27.56	28.25	38.89	5.30
Vocational / technical	5.45	40.74	46.96	4.46	2.40	16.48	51.32	21.37	3.49	7.33	24.97	52.10	14.47	
Handicap status														
Handicapped	5.34	42.43	42.89	5.51	3.83	16.40	46.58	24.80	4.16	8.06	26.86	34.18	32.01	6.94
Not Handicapped	7.06	35.07	47.26	6.94	3.67	15.64	45.74	25.11	3.95	10.16	26.86	33.65	33.93	5.56
PSE plans														
No plans for PSE	4.43	49.33	38.02	6.31	1.91	13.58	51.24	21.80	10.56	2.82	18.67	64.96	0.47	15.89
Vocational / technical	6.42	38.37	47.78	5.33	2.09	14.92	54.87	22.84	4.70	2.68	22.57	57.75	9.96	
2 year college	5.17	32.65	52.70	3.90	5.58	14.89	45.97	28.84	1.81	8.49	23.91	51.22	13.96	10.92
4 year college	3.35	37.29	44.00	10.34	5.02	15.38	39.73	26.39	3.75	14.75	25.78	34.14	34.93	5.15
Advanced degree	8.81	29.62	43.07	10.97	7.54	15.79	44.46	23.04	3.57	13.14	29.75	25.35	40.09	4.80
PSE plans (recoded)														
No plans for PSE	4.43	49.33	38.02	6.31	1.91	13.58	51.24	21.80	10.56	2.82	18.67	64.96	0.47	15.89
Voc/tech or 2 yr coll	5.99	36.41	49.47	4.84	3.29	14.90	49.70	26.32	3.02	6.05	23.46	53.42	12.61	
4yr coll / adv degree	5.43	34.38	43.64	10.58	5.97	15.55	41.72	24.98	3.68	14.07	27.66	29.98	37.37	
SES quartile														
Lower 25%	6.63	44.70	39.88	6.81	1.98	14.67	50.84	23.54	4.68	6.27	22.80	48.06	20.96	8.18
Middle 50%	6.49	32.95	50.02	6.54	3.99	15.05	46.56	25.40	3.17	9.82	24.84	39.93	28.56	6.67
Upper 25%	3.09	36.98	46.60	6.83	6.50	14.97	40.87	26.46	4.83	12.86	29.65	24.05	41.20	5.07



Table 3. -- Percent of 1980 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-y. school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
Parents' highest education														
5.43 Less than high school	5.18	49.44	39.46	3.25	2.67	17.98	48.70	19.11	5.71	8.49	24.50	47.67	22.40	
High school only	6.15	35.65	47.61	7.84	2.76	12.58	48.54	27.83	3.88	7.17	21.98	43.43	28.25	6.34
Less than 2 yrs voc	18.58	35.45	37.96	7.44	0.57	18.88	43.85	30.06	1.93	5.27	23.57	42.62	29.25	4.56
More than 2 yrs voc	6.78	31.79	50.56	4.87	5.99	19.75	45.33	26.83	1.81	6.27	26.77	40.87	26.41	5.95
Less than 2 yrs coll	4.75	32.04	48.75	6.31	8.16	15.47	44.11	27.13	6.34	6.95	28.46	31.11	34.09	6.35
2 to 4 years college	6.94	43.98	44.07	2.53	2.48	17.23	48.71	18.02	2.39	13.60	29.32	32.98	30.22	7.48
4 to 5 years college	1.19	32.77	47.80	11.36	6.88	11.62	46.37	27.20	5.02	9.79	27.11	31.13	37.68	4.08
MA/HS	15.01	26.68	53.74	3.77	0.79	18.93	40.23	21.99	2.99	15.87	31.51	24.23	37.91	6.35
PhD/HD	3.89	47.76	39.22	5.26	3.87	13.40	38.94	24.76	5.91	16.98	28.77	21.74	43.36	6.14
Parents' highest education (recoded)														
5.43 Less than high school	5.18	49.44	39.46	3.25	2.67	17.98	48.70	19.11	5.71	8.49	24.50	47.67	22.40	
High school only	6.15	35.65	47.61	7.84	2.76	12.58	48.54	27.83	3.88	7.17	21.98	43.43	28.25	6.34
Any PSE	8.26	36.48	45.98	4.83	4.44	17.33	45.91	24.39	3.37	8.80	27.66	35.47	30.51	6.36
BA/BS / adv degree	5.80	34.11	47.75	7.87	4.47	14.40	42.93	25.00	4.51	13.16	28.89	26.70	39.12	5.29
Family income in 1980														
Less than \$7,000	8.43	41.03	40.76	8.65	1.13	18.83	49.73	21.17	2.05	8.22	26.96	43.95	23.93	5.16
\$7,000-\$11,999	6.09	45.64	38.91	4.58	4.78	14.57	40.70	30.32	5.08	9.34	21.56	47.17	22.36	8.91
\$12,000-\$15,999	7.78	34.14	42.01	10.40	5.67	12.83	48.48	24.26	5.49	8.95	23.92	39.45	27.11	9.51
\$16,000-\$19,999	6.34	36.88	46.39	8.27	2.11	14.86	49.40	21.33	3.58	10.83	27.38	36.01	28.18	8.43
\$20,000-\$24,999	3.69	39.66	44.24	6.92	5.49	13.73	48.82	26.36	3.40	7.69	26.58	35.65	33.48	4.29
\$25,000-\$37,999	5.96	30.59	56.94	2.47	4.04	18.00	41.63	27.77	2.93	9.67	29.35	31.54	33.21	5.90
\$38,000 or more	3.41	39.52	46.20	6.01	4.86	18.09	39.85	26.26	3.59	12.21	25.78	26.36	43.12	4.74
Family income in 1980 (recoded)														
Less than \$12,000	6.98	43.89	39.61	6.13	3.39	15.86	43.44	27.55	4.16	9.00	23.23	46.18	22.84	7.75
\$12,000-\$19,999	7.00	35.63	44.39	9.24	3.74	14.03	49.02	22.53	4.36	10.06	25.84	37.55	27.71	8.91
\$20,000-\$37,999	4.79	35.29	50.35	4.78	4.79	16.12	44.80	27.15	3.14	8.80	28.08	33.42	33.33	5.16
\$38,000 or more	3.41	39.52	46.20	6.01	4.86	18.09	39.85	26.26	3.59	12.21	25.78	26.36	43.12	4.74

Table 3. -- Percent of 1980 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
Family size														
1-3	13.35	31.55	39.39	13.23	2.48	16.80	44.35	24.30	3.50	11.05	25.53	36.14	29.25	9.08
Four	2.48	39.20	47.69	7.23	3.40	11.12	51.54	24.24	3.41	9.70	27.71	31.27	35.55	5.47
Five	6.48	35.25	47.24	7.06	3.96	14.61	46.64	26.42	4.63	7.71	25.78	32.87	35.93	5.43
Six	5.10	34.38	48.71	6.89	4.91	17.93	41.78	25.76	2.69	11.84	25.81	33.71	33.28	7.20
Seven	1.91	43.00	46.17	4.62	4.28	11.22	45.21	27.24	3.27	13.05	27.73	36.20	30.69	5.37
8 or 9	6.44	30.80	54.24	4.00	4.51	20.90	43.32	20.76	5.52	9.49	28.09	39.67	25.32	6.92
10 plus	10.38	47.94	35.10	4.81	1.78	13.59	45.61	30.02	5.78	5.00	26.90	45.68	21.42	6.00
Home language English														
No	4.08	39.83	44.99	9.85	1.25	20.33	38.38	24.24	4.40	12.66	24.34	34.27	30.18	11.21
Yes	5.81	36.94	46.70	6.65	1.90	14.53	46.72	25.20	3.84	9.71	26.78	34.73	32.47	6.03
High school type														
Public	6.69	37.20	45.26	6.90	3.96	16.23	45.26	25.23	3.79	9.48	26.14	34.34	33.12	6.41
Catholic	7.25	34.07	52.58	4.83	1.26	6.06	46.68	26.46	7.02	13.79	29.75	30.54	35.30	4.42
Private	5.12	28.87	63.88	1.48	0.65	6.00	63.54	22.22	0.71	7.53	29.83	29.53	39.31	1.33
High school region														
North east	4.21	35.56	53.04	5.54	1.66	14.44	51.65	21.52	3.24	9.15	28.17	30.73	37.29	3.82
North central	10.13	33.37	47.48	5.19	3.83	12.01	47.37	25.16	4.17	11.29	27.42	31.93	35.40	5.25
South	5.72	40.09	40.06	10.23	3.91	14.92	45.09	26.47	4.63	8.89	25.79	38.59	30.52	5.10
West	4.77	39.70	44.58	4.90	6.05	19.10	40.75	26.84	3.71	9.59	24.62	33.45	30.03	11.91
High school urbanicity														
Urban	8.95	44.24	38.61	6.00	2.19	12.64	50.25	25.64	2.77	8.69	31.33	33.89	29.52	5.25
Suburban	6.00	35.87	46.25	7.60	4.28	17.24	45.12	23.82	4.14	9.68	26.59	31.34	35.86	6.21
Rural	6.01	32.26	52.48	5.36	3.89	12.50	43.53	28.55	4.55	10.86	23.46	38.12	32.61	5.81

Source: High School & Beyond 1986

Table 4. -- Percent of 1980 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
TOTAL	8.54	32.91	5.51	39.12	15.21	34.08	15.31	57.99	28.35	30.72	22.49	41.31
Sex												
Male	8.47	42.31	5.30	41.41	17.07	34.41	12.34	58.31	30.54	29.19	20.83	39.30
Female	8.58	26.91	5.66	37.40	13.63	33.80	17.79	57.73	26.47	32.04	24.42	43.65
Race / ethnicity												
Hispanic	8.66	49.62	2.29	42.03	22.82	29.88	16.90	52.54	30.25	44.22	32.30	32.39
American Indian	Low-N	Low-N	6.76	25.02	20.50	21.18	24.97	36.14	13.55	42.08	45.37	43.04
Asian	Low-N	Low-N	7.55	35.72	20.95	23.65	19.05	66.30	42.26	18.63	15.18	29.42
Black	18.98	41.96	7.77	46.87	14.78	44.78	17.39	55.10	34.86	40.65	21.43	54.39
White	7.22	30.61	5.22	37.13	14.36	34.04	16.63	58.95	27.31	29.41	22.08	40.64
Hispanic subgroup												
Mexican	11.77	48.37	0.96	35.25	28.39	30.55	19.55	53.20	31.32	40.60	29.54	33.20
Cuban	Low-N	Low-N	Low-N	Low-N	10.29	23.76	12.50	49.69	18.82	54.18	51.91	16.06
Puerto Rican	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	23.34	55.26	26.23	44.59
Other Hispanic	Low-N	Low-N	3.17	58.57	17.52	30.52	12.83	64.36	35.41	41.84	29.54	35.48
Ability quartile												
Lower 25%	5.40	48.31	8.31	49.67	18.83	45.27	12.01	59.39	22.20	58.31	23.89	52.83
Middle 50%	4.84	28.17	5.21	35.00	15.16	32.72	17.18	59.95	27.39	38.48	20.58	42.43
Upper 25%	6.17	34.44	1.51	33.78	15.15	31.16	10.76	58.57	29.59	22.41	22.81	34.29

Table 4. -- Percent of 1980 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
High school grades												
A	6.72	21.83	2.17	30.02	12.47	26.97	9.86	60.95	23.29	20.83	18.27	34.49
A to B	8.22	30.53	4.15	29.79	11.97	30.68	14.05	55.73	31.11	29.49	18.81	35.91
B	7.45	36.00	5.80	39.15	15.80	32.11	12.72	62.85	28.16	36.01	19.80	43.20
B to C	4.00	27.86	7.28	43.75	16.85	35.94	17.09	55.30	30.26	45.24	28.45	40.40
C	4.14	41.50	2.93	45.53	21.62	46.81	16.54	64.85	38.36	48.72	22.41	49.82
D	Low-M	Low-M	10.65	48.09	7.92	61.29	10.36	55.33	46.78	39.91	15.49	73.76
High school grades (recoded)												
Mostly A	7.79	28.03	3.77	29.83	12.09	29.74	12.75	57.34	27.38	25.36	18.65	35.49
Mostly B	5.47	31.32	6.67	41.86	16.36	34.16	15.18	58.61	29.07	40.00	24.39	41.71
Mostly C	4.14	41.50	2.93	45.53	21.62	46.81	16.54	64.85	38.36	48.72	22.41	49.82
Less than C	6.72	80.05	10.59	47.84	5.94	47.41	10.21	58.03	48.03	38.97	18.08	73.22
High school program												
General	5.15	28.11	3.97	44.19	16.20	35.36	16.60	54.51	27.64	39.60	20.58	50.06
Academic	9.61	27.30	3.85	33.09	12.79	30.82	11.02	62.54	29.02	27.65	21.70	30.68
Vocational / technical	3.03	40.34	7.30	41.05	17.62	39.75	15.53	60.97	26.49	50.35	23.22	54.12
Handicap status												
Handicapped	4.63	44.09	5.86	41.22	18.13	37.94	14.74	54.87	28.02	30.79	24.56	40.97
Not handicapped	9.87	29.12	5.41	38.56	14.64	33.46	15.47	58.86	28.46	30.90	22.40	41.34
PSE plans												
No plans for PSE	3.44	61.35	4.77	45.17	19.60	37.39	11.78	55.37	17.83	79.96	18.94	60.29
Vocational / technical	6.46	33.32	6.38	43.74	16.68	45.99	13.65	61.31	20.92	64.00	23.50	54.24
2 year college	5.73	27.54	4.75	36.53	13.04	39.32	18.19	57.84	26.39	58.70	21.01	42.50
4 year college	3.17	35.78	3.40	37.73	15.24	28.14	15.54	54.35	27.16	32.88	21.31	38.20
Advanced degree	11.47	11.48	8.04	34.84	18.10	26.75	13.32	63.48	31.16	23.84	22.78	32.83

Table 4. -- Percent of 1980 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
PSE plans (recoded)												
No plans for PSE	3.44	61.35	4.77	45.17	19.60	37.39	11.78	55.37	17.83	79.96	18.94	60.29
Voc / tech or 2 yr coll	6.24	31.56	5.76	41.00	14.21	41.46	15.74	59.71	25.01	60.04	22.04	47.35
4 yr coll / adv degree	6.32	26.56	5.17	36.63	16.39	27.58	14.56	58.39	29.14	28.41	21.88	36.11
SES quartile												
Lower 25%	6.07	40.58	6.95	47.03	15.61	42.51	13.65	59.95	24.53	46.41	19.59	51.11
Middle 50%	6.83	29.63	6.26	35.26	15.29	34.63	14.79	59.65	27.06	37.62	19.31	45.66
Upper 25%	3.97	30.63	2.67	39.94	15.18	27.03	14.74	55.93	31.07	22.11	24.89	30.75
Parents' highest education												
Less than high school	2.62	42.50	6.47	52.95	17.88	43.31	18.12	55.61	28.94	42.30	17.37	56.30
High school only	8.36	30.45	4.68	39.11	12.40	40.51	12.77	56.99	23.87	39.73	18.01	51.14
Less than 2 yrs voc	30.51	34.49	7.76	36.32	16.46	30.76	21.09	55.74	24.02	39.59	21.74	54.68
More than 2 yrs voc	8.73	33.25	5.67	30.97	16.12	35.47	24.20	57.40	28.66	36.51	22.91	49.78
Less than 2 yrs coll	6.21	31.42	3.39	32.62	19.80	28.29	11.22	59.67	28.43	30.34	28.56	33.46
2 to 4 yrs college	6.17	38.24	7.47	48.00	19.69	33.94	14.92	63.20	31.57	30.00	23.39	40.83
4 to 5 yrs college	1.22	21.65	1.17	38.32	13.83	34.77	9.37	58.21	28.31	28.11	23.44	40.33
MA/MS	17.05	30.69	13.96	24.61	16.13	21.06	21.56	58.25	33.44	23.60	26.17	25.96
PhD/MD	Low-H	Low-H	5.00	44.05	9.51	31.29	18.21	48.37	29.33	20.39	26.92	26.19
Parents' highest education (recoded)												
Less than high school	2.62	42.50	6.47	52.95	17.88	43.31	18.12	55.61	28.94	42.30	17.37	56.30
High school only	8.36	30.45	4.68	39.11	12.40	40.51	12.77	56.99	23.87	39.73	18.01	51.14
Any PSE	11.17	34.62	6.13	37.86	18.41	32.29	16.64	59.84	28.77	32.91	24.61	42.53
BA/RS / adv degree	6.09	30.35	5.66	35.82	13.70	29.67	15.13	56.57	30.15	24.82	25.14	32.33

Table 4. -- Percent of 1980 high school graduates stopping out of or dropping out of postsecondary education, by tim of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: %	Immed entry <2-yr: %	Delayed entry <2-yr: %	Delayed entry <2-yr: %	Immed entry 2-yr: %	Immed entry 2-yr: %	Delayed entry 2-yr: %	Delayed entry 2-yr: %	Immed entry 4-yr: %	Immed entry 4-yr: %	Delayed entry 4-yr: %	Delayed entry 4-yr: %
	stopout	dropout	stopout	dropout	stopout	dropout	stopout	dropout	stopout	dropout	stopout	dropout
Family income in 1980												
Less than \$7,000	6.19	51.18	9.24	37.35	23.16	38.17	15.59	58.39	31.91	41.24	12.86	51.69
\$7,000-\$11,999	10.10	42.57	4.41	46.93	15.32	34.84	13.53	48.76	25.21	45.50	13.71	50.77
\$12,000-\$15,999	9.70	32.81	5.84	35.48	11.53	44.52	14.24	52.75	26.02	38.74	19.35	41.00
\$16,000-\$19,999	9.45	23.70	4.83	43.28	13.14	39.47	17.01	61.79	28.51	34.81	24.60	38.97
\$20,000-\$24,999	3.92	43.06	3.48	36.45	16.87	33.06	9.91	67.93	28.29	33.51	20.75	42.93
\$25,000-\$37,999	3.65	20.13	7.50	37.52	19.56	25.89	16.25	59.24	30.22	27.08	27.35	41.78
\$38,000 or more	2.70	28.66	3.69	43.73	19.02	24.74	17.34	52.11	28.33	24.29	16.86	33.61
Family income in 1980 (recoded)												
Less than \$12,000	8.71	45.64	6.30	43.19	17.23	35.65	14.29	52.33	27.39	44.11	13.48	51.02
\$12,000-\$19,999	9.59	28.84	5.22	40.28	12.51	41.45	15.82	57.91	27.42	36.53	22.15	39.92
\$20,000-\$37,999	3.80	33.14	5.57	37.01	18.35	29.12	13.52	62.98	29.29	30.19	24.80	42.22
\$38,000 or more	2.70	28.66	3.69	43.73	19.02	24.74	17.34	52.11	28.33	24.29	16.86	33.61
Family size												
1-3	24.05	17.76	9.52	36.48	21.54	33.28	11.22	57.38	29.51	31.18	17.24	46.48
Four	4.74	33.20	1.04	43.03	10.39	36.57	11.91	67.96	29.14	29.82	22.87	36.19
Five	6.87	34.14	6.21	36.04	15.26	33.10	13.98	59.49	26.06	30.83	24.87	39.31
Six	2.51	25.31	6.67	39.85	17.69	32.96	18.23	53.03	27.57	32.60	21.31	36.55
Seven	0.00	52.05	2.99	37.93	11.38	36.24	11.00	57.49	30.24	33.41	20.98	43.71
8 or 9	9.46	28.76	4.36	32.22	22.02	35.35	19.82	51.04	32.49	34.43	19.71	49.66
10 plus	1.94	34.99	14.89	54.87	13.70	26.12	13.50	60.48	30.82	42.07	20.61	51.47
Home language English												
No	0.00	72.86	4.87	33.46	19.01	28.27	22.25	53.08	27.33	28.46	19.85	43.00
Yes	6.12	32.38	5.62	39.78	15.05	34.84	13.97	59.49	28.59	32.22	21.83	44.35

Table 4. -- Percent of 1980 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
High school type												
Public	8.22	33.59	5.69	39.53	16.32	33.57	16.15	57.30	27.77	30.89	22.11	42.84
Catholic	15.96	22.56	4.69	37.46	4.99	38.36	7.83	60.56	30.91	31.23	25.23	27.87
Private	Low-H	Low-N	2.53	32.21	Low-H	Low-N	3.17	75.67	31.55	27.50	24.79	35.46
High school region												
North east	9.74	32.82	1.04	37.13	12.58	39.22	16.18	63.31	28.74	29.35	26.36	35.05
North central	8.64	26.46	11.45	39.50	11.76	36.29	12.22	56.74	29.16	27.86	22.68	43.03
South	8.60	41.65	3.87	39.08	12.20	33.48	17.68	56.84	27.34	35.68	20.98	47.58
West	4.91	34.89	4.74	40.98	21.46	30.09	15.69	56.16	27.82	29.56	20.08	38.96
High school urbanicity												
Urban	12.22	35.40	7.16	49.07	16.44	35.07	9.13	64.29	32.34	32.43	28.44	38.08
Suburban	6.82	34.74	5.59	36.43	16.20	33.48	18.30	56.98	27.85	28.29	23.16	39.71
Rural	8.45	29.34	3.58	35.16	12.14	34.73	12.96	54.72	26.13	34.49	17.60	46.07

Source: High School & Beyond 1986



Table 5. -- Percent of 1982 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
TOTAL	4.74	38.28	44.24	8.34	4.41	14.56	47.77	16.95	9.27	11.46	30.47	32.36	9.43	27.74
Sex														
Male	4.20	37.88	40.36	11.07	6.50	14.56	45.57	15.85	10.15	13.88	30.25	31.01	9.58	29.15
Female	5.10	38.54	46.85	6.50	3.01	14.56	49.43	17.78	8.60	9.63	30.67	33.62	9.29	26.42
Race / ethnicity														
Hispanic	8.38	39.95	38.36	7.85	5.45	20.29	45.39	15.79	9.80	8.73	21.74	46.55	4.33	27.37
American Indian	4.61	65.83	25.34	4.21	0.00	17.38	55.92	16.22	4.77	5.71	22.61	49.03	6.07	22.29
Asian	8.61	41.93	37.97	8.08	3.41	25.01	47.44	7.98	11.34	8.24	32.46	23.99	14.13	29.42
Black	6.27	50.01	35.00	3.72	5.01	10.75	62.38	10.46	7.12	9.29	30.78	41.82	7.88	19.51
White	4.01	35.01	47.23	9.47	4.29	14.14	45.72	18.40	9.52	12.23	30.91	30.49	9.80	28.80
Hispanic subgroup														
Mexican	10.29	36.29	43.38	4.67	5.38	20.67	45.75	14.49	11.38	7.71	16.29	51.47	3.42	28.82
Cuban	Low-H	Low-H	Low-H	Low-H	Low-H	18.96	43.58	18.02	3.81	15.62	14.81	47.05	2.61	35.53
Puerto Rican	5.79	63.03	21.70	9.48	0.00	11.74	61.15	6.38	16.99	3.74	31.47	31.71	7.37	29.46
Other Hispanic	1.33	35.30	37.39	15.53	10.45	22.15	41.17	19.83	6.73	10.11	29.91	42.76	5.34	22.00
Ability quartile														
Lower 25%	3.95	47.14	43.01	3.61	2.28	14.36	57.77	14.21	7.23	6.43	20.04	58.66	4.33	16.98
Middle 50%	5.28	36.99	45.77	8.10	3.84	15.18	46.76	18.05	9.46	10.54	28.39	38.81	5.90	26.90
Upper 25%	2.67	32.93	39.99	15.81	8.61	13.45	43.39	16.08	10.24	16.84	33.07	24.88	12.79	29.26
High school grades														
A	12.31	21.68	49.70	13.28	3.02	6.45	37.66	20.04	5.42	30.43	31.44	20.53	15.88	32.14
A-B	1.26	37.04	48.41	8.37	4.92	12.78	37.91	22.01	11.48	15.83	30.54	26.03	12.38	31.05
B	3.71	29.89	51.52	10.85	4.03	13.77	46.20	20.03	8.75	11.25	31.72	31.24	9.68	27.37
B-C	4.85	43.51	40.00	7.55	4.10	15.93	48.20	15.86	8.21	11.60	30.19	36.56	6.72	26.52
C	4.62	40.26	42.87	7.00	5.25	15.90	55.24	12.31	8.77	7.78	26.96	47.47	4.24	21.33
C-D	8.23	39.01	41.03	7.32	4.42	13.76	54.45	10.54	17.84	3.41	26.42	54.64	0.01	18.93

Table 5. -- Percent of 1982 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
High school grades (recoded)														
Mostly A	3.23	34.31	48.64	9.24	4.58	11.74	37.87	21.68	10.48	18.23	30.80	24.46	13.38	31.36
Mostly B	4.39	37.96	44.69	8.89	4.07	14.93	47.27	17.79	8.46	11.54	31.04	33.61	8.36	26.99
Mostly C	4.62	40.26	42.87	7.00	5.25	15.90	55.24	12.31	8.77	7.78	26.96	47.47	4.24	21.33
Less than C	9.74	40.04	38.97	7.17	4.07	13.65	54.94	10.41	17.61	3.40	27.67	52.35	0.01	19.98
High school program														
General	3.05	39.70	44.18	8.90	4.17	15.75	47.27	15.49	11.53	9.97	26.09	43.23	4.72	25.96
Academic	6.37	36.67	42.43	9.43	5.11	14.83	43.28	17.66	9.01	15.23	32.90	27.65	10.79	28.66
Vocational / technical	4.26	38.25	46.86	6.76	3.87	12.45	57.48	17.38	7.49	5.20	19.14	50.60	6.88	28.66
23.38														
Handicap status														
Handicapped	4.87	34.93	46.71	9.85	3.65	11.88	53.42	16.49	8.11	10.10	28.51	35.56	8.74	27.20
Not handicapped	4.70	39.48	43.35	7.76	4.72	15.60	45.48	17.24	9.78	11.90	31.16	31.28	9.71	27.85
PSE plans														
No PSE plans	5.32	42.31	35.61	15.73	1.03	10.10	60.44	14.35	13.04	2.07	7.04	66.79	5.95	20.22
Vocational / technical	4.79	38.32	50.39	3.73	2.77	12.43	52.38	19.04	11.41	4.73	18.44	58.10	3.98	20.22
19.47														
Less than 4 yrs coll	3.13	35.14	45.13	11.32	5.28	12.41	49.20	21.66	7.72	8.99	23.72	47.16	4.17	24.94
BA/BS	5.02	38.38	38.51	10.72	7.37	19.37	43.09	13.83	7.99	15.73	30.50	31.79	9.88	27.83
Advanced degree	8.23	36.62	35.63	9.93	9.58	14.69	41.23	13.81	11.07	19.19	35.81	22.43	11.90	29.86
PSE plans (recoded)														
No PSE plans	5.32	42.31	35.61	15.73	1.03	10.10	60.44	14.35	13.04	2.07	7.04	66.79	5.95	20.22
Voc / tech or 2 yr coll	4.20	37.18	48.51	6.45	3.67	12.42	50.25	20.80	8.93	7.59	22.61	49.47	4.13	20.22
23.79														
4 yr college / adv deg	6.12	37.78	37.52	10.45	8.13	17.48	42.34	13.82	9.24	17.13	33.03	27.34	10.84	28.79
28.79														
SES quartile														
Lower 25%	4.84	39.53	48.87	3.49	3.27	12.61	56.20	16.74	7.59	5.86	21.29	52.84	5.45	20.42
Middle 50%	4.95	39.53	42.39	9.87	3.26	14.16	48.41	17.46	8.75	11.22	27.51	34.83	8.80	28.85
Upper 25%	4.14	30.64	43.68	10.61	10.93	16.48	41.14	16.30	11.39	14.69	35.45	25.27	11.00	28.29

Table 5. -- Percent of 1982 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
Parents' highest education														
Less than high sch	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
High school only	1.78	40.87	50.11	3.73	3.50	13.76	61.18	12.11	4.65	8.30	20.50	55.67	3.84	19.99
Less than 2 yr voc	4.92	39.89	45.27	7.09	2.83	12.61	54.91	15.66	10.29	6.53	26.29	39.96	8.67	25.08
More than 2 yr voc	5.92	32.71	45.46	7.30	8.60	11.27	53.59	18.23	4.83	12.08	23.06	35.47	14.53	26.94
Less than 2 yr college	2.62	42.63	43.00	7.27	4.47	10.92	47.63	18.49	8.71	14.26	29.07	38.37	5.67	26.89
2-4 yrs college	4.53	26.67	53.61	11.99	3.21	15.35	45.50	21.76	7.48	9.90	26.76	36.04	5.67	31.52
4-5 yrs college	8.84	35.22	39.72	13.36	2.86	18.61	41.71	18.02	9.37	12.29	28.87	32.02	11.76	27.35
MA or MS	8.07	35.17	41.96	10.09	4.73	16.10	40.29	16.79	10.16	16.67	35.75	27.58	9.12	27.55
PHD or MD	0.91	26.77	37.66	20.68	13.97	15.47	40.95	15.09	10.71	17.78	36.44	22.79	11.84	28.93
Parents' highest education (recoded)														
Less than high sch	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N	Low-N
High school only	1.78	40.87	50.11	3.73	3.50	13.76	61.18	12.11	4.65	8.30	20.50	55.67	3.84	19.99
Less than 2 yrs voc	4.52	37.87	46.02	7.83	3.76	12.76	51.74	17.57	8.99	8.95	26.54	38.27	8.05	27.13
More than 2 yrs voc	7.03	33.65	40.36	13.21	5.75	16.68	40.91	16.67	10.08	15.65	34.44	26.94	10.65	27.98
Family income in 1980														
Less than \$8,000	12.84	42.80	39.00	4.41	0.95	21.06	54.91	13.61	3.64	6.78	25.08	45.70	7.85	21.36
\$8,000-\$14,999	4.49	40.80	47.01	2.40	5.30	12.23	52.63	20.08	7.25	7.81	30.03	40.17	5.62	24.18
\$15,000-\$19,999	4.73	31.83	48.05	13.33	2.06	16.50	50.84	17.79	6.51	8.36	27.43	34.40	9.32	28.84
\$20,000-\$24,999	4.43	38.39	43.19	8.78	4.71	11.71	49.40	14.90	9.32	14.67	29.58	36.20	6.70	27.52
\$25,000-\$29,999	2.57	39.35	43.01	10.43	4.64	11.03	47.90	17.46	9.62	13.99	26.58	33.04	7.56	32.82
\$30,000-\$39,999	7.47	36.30	42.37	7.76	4.10	14.39	43.53	18.06	10.31	13.71	32.09	27.68	9.89	30.35
\$40,000-\$49,999	2.43	46.99	38.43	7.65	4.50	17.71	43.97	12.86	12.43	13.03	33.05	28.00	10.64	28.31
\$50,000 or more	3.27	41.05	23.97	19.30	12.41	21.43	40.33	16.14	8.93	13.17	37.06	26.70	12.97	23.27

Table 5. -- Percent of 1982 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
Family income in 1980 (recoded)														
Less than \$15,000	6.83	41.36	44.76	2.97	4.08	14.32	53.17	18.55	6.39	7.56	28.76	41.59	6.20	23.46
\$15,000-\$24,999	4.57	35.66	45.41	10.86	3.50	14.07	50.11	16.32	7.93	11.56	28.58	35.36	7.92	28.14
\$25,000-\$39,999	5.39	37.59	42.64	10.05	4.33	12.94	45.42	17.80	10.01	13.83	29.66	30.04	8.86	31.44
\$40,000 or more	2.84	44.08	31.34	13.36	8.38	19.69	42.03	14.61	10.56	13.11	35.45	27.23	12.04	25.29
Family size														
1 to 3	3.16	38.81	44.55	9.05	4.43	17.59	49.91	14.25	9.93	8.32	30.21	37.35	7.94	24.51
Four	4.69	37.25	47.82	6.80	3.44	13.40	44.59	19.49	9.30	13.23	29.73	31.36	9.96	28.95
Five	5.47	34.19	49.41	8.17	2.76	15.43	46.66	17.07	9.84	11.00	31.71	29.17	10.81	28.31
Six	3.78	46.58	37.16	5.25	7.23	15.97	48.09	17.67	6.40	11.85	28.77	32.90	8.76	29.56
Seven	6.19	40.27	40.11	12.17	1.26	14.71	51.67	18.98	6.33	8.31	33.30	35.32	6.97	24.40
8 to 9	4.52	36.35	40.67	10.67	7.79	11.10	49.54	12.70	13.06	13.60	30.34	33.28	9.60	26.77
Home language English														
No	10.55	23.22	53.97	5.83	6.43	23.37	41.67	15.89	10.20	8.88	23.31	42.57	8.14	25.99
Yes	4.76	36.45	46.02	8.53	4.24	13.88	47.66	17.32	9.44	11.69	30.30	32.14	9.14	28.42
High school type														
Public	4.63	38.48	44.44	8.42	4.03	14.36	48.35	17.12	9.21	10.96	29.67	33.66	9.03	27.65
Catholic	7.44	35.48	45.01	6.28	5.79	16.36	42.86	15.78	8.98	16.02	33.70	28.79	8.95	28.57
Other private	2.99	37.84	37.40	9.61	12.16	16	40.67	13.77	13.32	15.77	35.08	21.91	15.59	27.42
High school region														
East	3.06	29.27	52.31	7.72	7.64	11.57	49.00	18.36	9.03	12.05	31.26	28.88	14.02	25.84
North	4.58	41.36	42.51	8.18	3.37	12.16	44.99	21.18	10.15	11.51	31.38	32.06	8.88	27.68
South	6.19	41.44	40.02	8.86	3.50	12.06	49.35	16.47	8.73	13.40	28.08	37.11	7.68	27.12
West	4.32	37.09	45.98	8.44	4.16	21.58	47.79	12.55	9.19	8.89	32.07	29.63	5.56	32.74

Table 5. -- Percent of 1982 high school graduates stopping out, dropping out, and attending continuously through various outcomes, by type of institution and selected student characteristics--continued

	<2-yr school: % stopout	<2-yr school: % dropout	<2-yr school: % cont & recvd degree	<2-yr school: % cont & still in schl	<2-yr school: % cont & trans w/o deg	2-year school: % stopout	2-year school: % dropout	2-year school: % cont & recvd degree	2-year school: % cont & still in schl	2-year school: % cont & trans w/o deg	4-year school: % stopout	4-year school: % dropout	4-year school: % cont & recvd degree	4-year school: % cont & still in schl
High school urbanicity														
Urban	7.85	45.76	34.08	6.58	5.74	19.05	48.29	15.31	7.46	9.90	29.61	39.18	7.88	23.33
Suburb	3.99	41.23	42.53	8.34	3.91	14.75	47.56	14.29	10.69	12.70	31.49	29.31	9.79	29.41
Rural	3.69	29.93	52.75	9.44	4.19	10.07	47.84	23.78	7.48	9.90	29.13	33.33	9.85	27.69

Source: High School & Beyond 1986

Table 6. -- Percent of 1982 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
TOTAL	4.43	34.67	4.98	41.15	15.72	42.60	13.06	54.43	35.20	30.62	16.43	37.53
Sex												
Male	3.05	33.63	5.08	41.18	16.56	41.54	12.17	50.36	34.86	28.71	17.47	37.41
Female	5.34	35.36	4.91	41.13	15.13	43.36	13.79	57.73	35.50	32.34	15.37	37.67
Race / ethnicity												
Hispanic	6.49	34.29	9.83	44.27	27.67	41.35	10.51	51.73	25.47	44.92	13.51	50.16
American Indian	Low-N	Low-N	Low-N	Low-N	22.19	53.60	12.79	58.13	37.93	35.37	6.54	63.35
Asian	Low-N	Low-N	5.45	36.99	24.30	37.20	25.84	59.49	37.72	19.57	10.95	42.05
Black	11.02	41.22	3.18	55.72	11.99	54.39	9.65	69.40	36.22	39.94	17.06	46.59
White	2.88	33.61	4.97	36.21	14.74	41.40	13.31	51.6	35.49	29.14	16.72	34.67
Hispanic subgroup												
Mexican	5.44	36.50	14.13	36.12	32.50	40.47	9.91	50.55	19.10	49.06	10.28	56.64
Cuban	Low-N	Low-N	Low-N	Low-N	22.49	35.44	10.79	62.41	21.10	53.88	3.61	34.89
Puerto Rican	Low-N	Low-N	0.00	72.13	19.26	64.28	1.08	56.71	34.52	28.12	20.82	44.24
Other Hispanic	Low-N	Low-N	Low-N	Low-N	25.20	38.75	15.34	46.58	34.39	42.12	20.31	44.13
Ability quartile												
Lower 25%	5.50	30.67	2.73	60.07	16.72	61.34	11.87	53.99	27.49	55.99	9.87	62.30
Middle 50%	4.54	37.75	5.94	36.32	16.04	41.55	13.90	54.57	34.30	38.77	16.64	38.89
Upper 25%	2.52	27.26	2.75	36.31	14.84	33.48	11.94	54.7	36.44	23.77	16.41	30.41

Table 6. -- Percent of 1982 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
High school grades												
A	Low-N	Low-N	Low-N	Low-N	5.51	15.49	7.95	72.96	34.37	19.53	9.64	27.99
A-B	0.64	44.51	1.76	30.96	11.81	29.10	14.25	51.28	33.71	24.87	14.73	31.79
B	4.70	29.53	2.85	30.20	15.90	39.79	10.77	55.25	35.29	30.86	20.14	32.45
B-C	5.36	37.34	4.46	48.20	16.28	44.00	15.46	53.95	36.52	36.12	16.89	37.50
C	4.00	37.16	5.15	42.94	19.13	55.40	12.43	55.06	36.62	45.01	12.44	51.18
C-D	5.50	20.12	7.75	49.52	14.93	60.91	13.00	50.22	38.47	56.17	14.02	53.07
High school grades (recoded)												
Mostly A	1.72	39.83	4.57	29.37	10.75	26.83	13.24	54.76	33.91	33.28	13.60	30.95
Mostly B	5.08	34.02	3.83	41.14	16.10	42.03	13.30	54.55	35.80	33.05	18.44	35.09
Mostly C	4.00	37.16	5.15	42.94	19.13	55.40	12.43	55.06	36.62	45.01	12.44	51.18
Less than C	5.50	20.12	11.82	49.24	14.71	61.39	12.95	50.71	39.09	51.95	15.44	52.77
High school program												
General	1.10	31.16	4.38	45.54	18.99	46.73	11.69	47.94	31.97	40.49	16.52	47.69
Academic	6.70	35.97	6.10	37.22	15.37	33.80	14.04	56.90	36.87	27.05	17.23	30.03
Vocational / technical	4.27	35.64	4.26	40.68	12.71	58.89	12.16	55.92	23.88	51.16	12.64	49.84
Handicap status												
Handicapped	7.28	31.39	2.97	37.71	14.48	49.37	8.21	59.13	32.02	34.13	19.25	39.30
Not handicapped	3.32	35.96	5.80	42.30	16.28	39.97	14.74	52.42	36.22	29.53	15.36	36.76
PSE plans												
No PSE plans	3.20	56.23	6.36	35.46	10.17	70.67	10.08	56.96	6.54	74.20	7.30	62.81
Vocational / technical	3.91	32.05	5.92	46.42	14.64	56.36	10.27	48.49	33.67	53.98	11.73	59.92
Less than 4 yrs coll	4.41	30.18	2.19	38.80	11.97	47.73	13.32	52.20	30.37	47.51	14.50	46.69
BA/BS	4.70	41.43	5.15	37.09	21.20	33.33	16.68	57.42	33.81	32.48	17.18	29.02
Advanced degree	10.56	30.51	7.10	39.61	16.72	29.37	12.34	54.91	38.89	21.87	20.88	25.16



Table 6. -- Percent of 1982 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
PSE plans (recoded)												
No PSE plans	3.20	56.23	6.36	35.46	10.17	70.67	10.08	56.96	6.54	74.20	7.30	62.81
Voc / tech or 2 yr coll	4.06	31.49	4.34	43.19	12.68	50.02	12.01	50.61	30.78	48.31	13.65	50.75
4 yr coll / adv degree	6.85	37.42	5.80	37.93	19.50	31.83	14.78	56.32	36.27	27.35	18.80	27.33
SES quartile												
Lower 25%	6.40	37.28	3.25	41.82	13.48	54.12	11.76	58.23	25.96	49.53	11.95	59.45
Middle 50%	3.96	33.50	5.66	43.83	15.41	43.61	12.42	55.07	31.91	34.43	16.89	35.81
Upper 25%	3.02	34.15	5.04	27.82	17.40	34.89	15.21	49.71	39.79	23.88	17.23	31.11
Parents' highest education												
Less than high sch	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H
High school only	1.03	28.92	2.38	50.38	12.99	61.08	14.78	61.31	25.71	53.01	11.17	60.43
Less than 2 yrs voc	4.52	38.48	5.29	41.23	15.64	52.26	8.68	58.34	30.67	37.50	15.80	45.48
More than 2 yrs voc	3.81	33.74	8.15	31.63	9.70	41.67	12.74	64.78	26.69	36.12	13.15	33.70
Less than 2 yrs coll	0.64	37.75	4.14	46.38	9.82	44.75	12.46	51.69	31.08	37.11	9.88	41.22
2-4 yrs college	9.00	16.74	1.35	33.73	16.24	39.80	14.05	53.85	30.12	35.42	16.25	37.98
4-5 yrs college	9.37	23.81	8.51	42.34	18.95	38.21	18.11	46.85	31.61	33.48	22.34	28.53
MA or MS	10.17	41.48	6.83	31.47	16.17	34.36	16.00	49.33	40.25	27.09	19.52	29.34
PHD or MD	0.00	18.81	1.47	31.59	17.03	29.99	13.65	54.94	40.99	21.05	16.92	30.23
Parents' highest education (recoded)												
Less than high sch	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H	Low-H
High school only	1.03	28.92	2.38	50.38	12.99	61.08	14.78	61.31	25.71	53.01	11.17	60.43
Less than 2 yrs voc	4.31	35.14	4.70	40.27	14.34	47.59	10.70	57.15	31.40	36.75	14.54	42.02
More than 2 yrs voc	8.01	30.81	6.45	35.36	17.26	34.13	15.87	50.39	27.74	26.23	19.61	29.36

Table 6. -- Percent of 1982 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
Family income in 1980												
Less than \$8,000	12.67	46.93	12.99	39.02	25.03	46.05	17.29	63.33	26.99	48.49	20.00	38.25
\$8,000-\$14,999	6.54	34.30	2.43	47.32	13.82	46.91	10.38	59.33	35.33	37.99	16.03	45.91
\$15,000-\$19,999	4.61	39.08	4.82	26.80	16.48	46.47	16.52	56.85	30.26	32.06	19.92	40.62
\$20,000-\$24,999	2.15	29.14	5.77	44.62	16.14	40.55	5.78	61.27	36.70	33.96	13.19	41.36
\$25,000-\$29,999	1.32	36.85	3.54	41.32	12.54	43.44	8.65	54.88	31.23	31.50	13.54	37.37
\$30,000-\$39,999	6.41	53.17	8.31	38.77	10.58	42.64	20.27	44.91	36.79	26.27	18.68	31.68
\$40,000-\$49,999	0.00	61.02	4.44	35.37	22.00	38.55	11.70	51.57	38.02	26.13	13.22	35.45
\$50,000 or more	2.06	34.77	3.89	44.30	19.44	34.01	23.77	47.76	39.52	25.46	25.16	32.71
Family income in 1980 (recoded)												
Less than \$15,000	8.20	37.73	5.48	44.92	16.27	46.72	12.15	60.35	33.18	40.69	17.05	43.96
\$15,000-\$24,999	3.34	33.94	5.35	36.75	16.31	43.48	11.03	59.11	33.62	33.06	16.17	41.03
\$25,000-\$39,999	4.25	34.73	6.28	39.85	11.43	42.99	15.28	49.20	34.35	28.56	16.40	34.20
\$40,000 or more	0.86	50.00	4.15	40.16	20.68	36.21	18.43	49.44	38.93	25.72	19.92	33.91
Family size												
1 to 3	6.38	37.43	0.35	40.02	20.47	47.29	14.22	52.98	35.09	35.81	16.79	41.59
Four	0.05	38.69	7.80	36.29	12.99	39.19	13.99	52.40	34.90	30.31	13.08	34.75
Five	4.88	23.91	5.97	42.99	15.33	41.41	15.55	53.24	34.84	27.95	21.31	33.21
Six	2.63	45.57	4.79	47.46	17.11	41.94	14.35	56.86	35.66	31.24	10.63	37.28
Seven	7.42	40.31	5.06	40.23	20.77	44.41	8.15	59.54	38.11	33.12	17.54	42.56
8 to 9	7.88	27.38	1.95	43.21	13.18	46.40	8.48	53.47	34.76	29.11	19.75	43.27
Home language English												
No	6.56	18.36	13.15	26.39	26.84	38.66	17.87	46.42	28.59	41.91	11.73	44.00
Yes	4.73	34.68	4.78	37.95	15.01	42.26	12.42	54.70	35.13	30.12	15.65	38.25

Table 6. -- Percent of 1982 high school graduates stopping out of or dropping out of postsecondary education, by time of entry, type of institution, and selected student characteristics--continued

	Immed entry <2-yr: % stopout	Immed entry <2-yr: % dropout	Delayed entry <2-yr: % stopout	Delayed entry <2-yr: % dropout	Immed entry 2-yr: % stopout	Immed entry 2-yr: % dropout	Delayed entry 2-yr: % stopout	Delayed entry 2-yr: % dropout	Immed entry 4-yr: % stopout	Immed entry 4-yr: % dropout	Delayed entry 4-yr: % stopout	Delayed entry 4-yr: % dropout
High school type												
Public	4.35	34.27	4.85	41.79	15.46	43.54	12.93	54.60	34.42	31.62	16.31	39.40
Catholic	7.15	37.11	7.71	33.97	16.78	35.97	15.78	52.12	34.42	31.62	16.31	39.40
Other private	Low-N	Low-N	4.12	35.50	Low-N	Low-N	8.73	55.67	40.20	27.87	18.56	32.32
High school region												
East	1.44	23.04	4.46	34.66	8.48	47.12	15.19	51.21	36.02	26.71	13.51	36.98
North	2.88	37.97	6.06	44.32	14.29	40.15	9.83	50.27	34.79	31.03	20.03	35.50
South	7.25	41.20	5.32	41.64	11.80	41.02	12.42	60.89	33.63	34.76	13.89	43.12
West	7.24	27.68	2.81	41.97	25.52	43.45	15.70	54.27	37.79	29.07	19.40	36.86
High school urbanicity												
Urban	4.74	46.96	10.22	44.84	19.62	44.96	18.47	51.72	35.21	37.54	15.31	43.37
Suburb	6.09	30.26	2.64	48.28	16.83	42.07	11.83	55.28	35.69	27.86	18.04	33.96
Rural	2.73	32.26	4.71	27.46	10.74	42.30	11.31	54.82	34.22	31.26	14.49	39.27

Source: High School & Beyond 1986

## Selected Standard Errors

The following table displays the location of a few key statistics and their standard errors.

Table	Column	Subgroup	Estimate	Standard Error
1	2	Total	41.98	2.056
1	7	Total	33.14	1.392
1	12	Total	22.50	.936
5	1	Total	4.74	.673
5	6	Total	14.56	.807
5	11	Total	30.47	.889
3	7	SEX/Male	45.99	2.047
3	1	SEX/Female	45.52	1.721
4	1	Total	8.54	2.189
4	1	RACE/Black	8.66	5.658
6	1	RACE/Hispanic	6.49	4.028

## Technical Notes and Methodology

Five types of enrollment patterns are shown in the columns of the respective tables: stopping out, dropping out, continuous enrollment till degree, continuous enrollment till transfer, and continuous enrollment that was still continuing at the time of the survey. Each of these patterns is institution-specific, describing what a student did at a particular type of school : 4-year, 2-year, or less-than-2-year. These patterns are described in detail below.

Stopping out (Stopout - See Columns 1, 6, and 11 of Tables 1, 3, and 5) is defined as enrolling in a particular type of institution, leaving for a time without enrolling in another institution of the same type, and returning later to enroll in that type of institution. In these tables, students classified as stopouts may or may not have attained degrees after returning to school. This pattern of enrolling, leaving, and returning does not take into account immediate changes between schools of the same type; a student who enrolls in a 4-year school, transfers to another 4-year school, and returns to the first school, all without any break in enrollment, is not considered a stopout in this tabulation.

Dropping out, (Dropout - See Columns 2, 7, and 12 of Tables 1, 3, and 5), is defined as enrolling in a type of school and leaving it without receiving a degree. Thus any student who enrolled in a 4-year school and was out of school by 1986 without having received a B.A. or B.S. degree would be shown as a dropout from a 4-year school. (This student might show up as a degree recipient from another type of school if he or she received a vocational certificate or A.A. degree from another type of school.) Dropouts are distinguished from stopouts because they did not return to the named type of school for later enrollment.

Continuously enrolled degree recipients (Cont & Recvd Degree - See Columns 3, 8, and 13 of Tables 1, 3, and 5) included those students who, through continuous enrollment, received the degree or certificate appropriate to the type of institution they entered or who, after transferring to a 4-year institution from another type of institution, received a B.A. or B.S. degree. However, students who "stopped out" but later received degrees are not classified as degree recipients in these tables. Instead, these students are classified as stopouts.

Continuously enrolled students still in school (Cont & Still in Schl - See Columns 4, 9, and 14 of Tables 1, 3, and 5) are those students who were continuously enrolled in the type of institution they first entered, were still enrolled in February 1986, and did not qualify as degree recipients for the type of school described.

These four categories-stopout, dropout, continuous until degree, and continuous but still in school- are mutually exclusive, so the percentage of students from 4-year institutions in each category sum to 100%.

There is an additional category for 2-year and less than 2-year institutions in these tables. Students who enrolled in non-4-year institutions and left without degrees, but later enrolled in 4-year institutions, are classified as continuous enrollees who transferred without a degree (Cont & Trans w/o Deg - See Columns 5 and 10 of Tables 1, 3, and 5.) These students are shown separately. However, those who stopped out and returned to less than 4-year schools and subsequently transferred to 4-year schools are not counted as transfers.

For non-4-year institutions, the five categories-stopout, dropout, continuous until degree, continuous but still in school, and transferred without degree - are mutually exclusive and percentages for these five sum to 100% for students in 2-year and less-than-2-year institutions.

In Tables 1, 3, and 5, the numerator of each percent consists of the students who showed that enrollment pattern, while the denominator consists of the students who ever enrolled in that type of institution. For example, Table 1 shows that 13.16 percent of the 1972 seniors who graduated in 1972 and had enrolled in a less-than-2-year institution by the 1985-86 academic year had stopped out (left and returned) by February 1986 (Column 1), while 32.22 percent of those who had enrolled in a 2-year institution had stopped out (Column 5).

In Tables 2, 4, and 6 the columns show the proportion of students stopping out and dropping out separately for immediate and delayed entrants to these types of institutions. (Students with the other enrollment patterns are not shown in these tables.) Columns 1 through 4 of Table 2 show that 10.81 percent of the immediate entrants to less-than-2-year institutions stopped out and 32.16 percent of the immediate entrants dropped out, while for delayed entrants at those institutions the rates were 14.27 percent stopping out and 46.62 percent dropping out. Columns 5 through 8 show the same information for students in 2-year institutions, while Columns 9 through 12 show this information for students in 4-year institutions. In these tables the denominator for the percentage consists of the students enrolling by a particular time at a particular type of school, while the numerator consists of the proportion of these who stopped out (odd-numbered columns) or dropped out (even-numbered columns).

Since these enrollment patterns are institution-specific and a student may enroll in more than one type of institution, it is possible for the same student to be included in more than one column in a particular table. For example, a student who received a vocational certificate or A. A. degree from a 2-year institution and later attained a B.A. degree from a 4-year institution will count as having received a degree from both types of institutions, contributing to the numerator of both column 3 and column 13 of the table. Students who enrolled in more than one type of postsecondary institution are always represented in the denominator for columns pertaining both types of institutions.

Row variables were selected from the standard set of classification variables included in the data files. Categories were collapsed for some variables to maximize comparability of categories across data sets. Some row variables were repeated with the



number of categories reduced. These instances have been noted with the term (recoded) after the variable name.

All estimates for HS&B samples were calculated using FU3WT, restricting the analysis to those students who participated in the Third Follow-up Survey. All estimates for NLS-72 samples were calculated using FU5WT, restricting the analysis to those students who participated in the Fifth Follow-up Survey.

High School and Beyond and NLS samples, while representative and statistically accurate, are not simple random samples. Students were initially selected within high schools grouped within strata. Sampling rates for schools within different strata varied, resulting in better data for policy purposes, but at a cost to statistical efficiency. Hence, simple random techniques for the estimation of standard errors frequently underestimate the true standard errors for some estimates. To overcome this problem, standard errors for all estimates in this tabulation were calculated using Taylor residual techniques. All estimates, standard errors, unweighted n's and weighted n's are available from the Longitudinal Studies Branch in comma separated form for use with all major spreadsheet software and micro computers.

To compare estimates for separate subgroups, or to understand the quality of the estimates, standard errors are needed. This tabulation presents thousands of estimates, and each estimate has an associated standard error. The standard errors vary in size as a function of sample size and the sample design. Hence, the standard errors of the estimates for some small groups (e.g. Cubans, Puerto Ricans, students who earned DPs in high school, students with parents who did not attain high school diplomas) may be so large that the estimates should not be used. (While the estimates based on 19 or fewer cases were suppressed, the computer automatically produced estimates for subgroups with 20 or more cases. Rather than manually identify the poor estimates and remove them, users will be provided with estimates and standard errors upon request.) For more information or to obtain standard errors, contact Carl M. Schmitt, National Center for Education Statistics, Longitudinal Studies Branch, 555 New Jersey Avenue, NW, Washington, DC 20208-5652 (phone 202 356-6772).

This report has been prepared by MPR Associates, Inc. for the Longitudinal Studies Branch, Postsecondary Education Statistics Division, National Center for Education Statistics, Office for Educational Research and Improvement, U.S. Department of Education under Contract No. RS88001001.



